DOCUMENT RESUME

ED 133 020 95 JC 770 061

AUTHOR Olson, Willard R.
TITLE Recommended Procedures for Selecting and Working with an Assisting Agency. Advanced Institutional Development Program (AIDP) Two-year College Consortium, Vol. II, No. 1.
INSTITUTION McManis Associates, Inc., Washington, D.C.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE [76]
NOTE 34p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Administrator Guides; Community Colleges; *Consultants; *Consultation Programs; *Educational Development; Guidelines; Higher Education; Improvement Programs; *Junior Colleges; Problem Solving; Professional Services; School Improvement
IDENTIFIERS Advanced Institutional Development Program

ABSTRACT

Methods and procedures which should be used by an Advanced Institutional Development Program grantee college in selecting an assisting agency or a consulting firm to provide assistance in the areas of academic program and administrative capacity improvement are recommended and include: (1) the college should devote considerable time and thought to defining the problem(s) for which outside assistance is sought, making estimates of the benefits of problem solution and clarifying the type of assistance required; (2) final selection of an assisting agency should be based on an agency's understanding of the problem(s), approach proposed for problem solution, benefits expected for the college, cost, and agency qualifications and experience; (3) the college should maintain close communications with the assisting agency, carefully reviewing progress, alternative solutions, findings, recommendations, and conclusions of the agency; (4) once accepted, recommendations should be immediately implemented; and (5) the college should evaluate benefits derived from services provided, particularly in terms of whether the college has developed an improved capacity for solving its own problems. A list of agencies assisting two- and four-year Advanced Institutional Development Program grantee colleges is appended. (JDS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED 133020

Recommended Procedures for Selecting and Working With an Assisting Agency

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

JC 770 061

Two Year Grantee Colleges - Title III

Advanced Institutional Development Program

Coordinating Institution
Central YMCA Community College
211 West Wacker Drive
Chicago, Illinois 60606

Assisting Agency
McManis Associates, Inc.
1201 Connecticut Avenue
Washington, D.C. 20036

VOL. II NO. 1

RECOMMENDED PROCEDURES FOR SELECTING AND WORKING WITH AN ASSISTING AGENCY

WILLARD R. OLSON
Senior Associate
McManis Associates, Inc.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

TABLE OF CONTENTS

SECTION		PAGE NO.
1.0	INTRODUCTION	
2.0	SELECTION OF AN "ASSISTING AGENCY"	
	2.1 Introduction	2-1
	2.2 What is the Problem?	2-1
	2.3 Procedures for Selecting an Assisting Agency	2-2
3.0	WORKING WITH AN ASSISTING AGENCY	
	3.1 Preparing for and Starting the Project	3-1
	3.2 Carrying out the Project	3-2
	3.3 Measuring the Results	3-3
4.0	SUMMARY	
	APPENDIX A	
	List of Assisting Agencies	

SECTION 1.0

INTRODUCTION

1.0 INTRODUCTION

The Office of Education, under authorization in Title III of the Higher Education Act of 1965, as amended is authorized to award grants to selected postsecondary institutions under its Advanced Institutional Development Program (AIDP). These grant funds are to be used over a period of several years. The purpose of the program is to provide "grants to selected developing institutions adjudged to have the potential for accelerated institutional development to expedite the institution's progress towards achieving both operational and fiscal stability and participation in the mainstream of American higher education."

The 1972 Amendments to the Act further stipulated that a grantee institution receiving assistance must "set forth policies and procedures for the evaluation of the effectiveness of the project or activity in accomplishing its purpose." For the purpose of monitoring this process and providing assistance toward meeting this stated requirement, the Office of Education has been authorized to fund two nationwide consortia of the grantee institutions. The consortia are to provide assistance to the individual institutions in meeting their objectives.

Among the grantee institutions in the first four rounds of AIDP awards, there are 40 two-year community and junior colleges. The Central YMCA Community College (CYCC), Chicago, Illinois, was named to administer the two-year grantee consortium, acting on behalf of the participating institutions. McManis Associates, Inc. of Washington, D.C. was selected to be the assisting agency for the two-year college consortium.

In addition to the assistance provided by CYCC and McManis Associates to the two-year consortium, at least one substantive cooperative arrangement is required between the grantee institution and another agency. These bilateral arrangements must clearly demonstrate the benefits to be derived, and a written agreement must be executed by both parties prior to furnishing of any services. The purpose of such agreements should be directed toward improving the academic program and administrative capacity of the grantee institution. Eligible areas in which grant funds may be used include faculty and administrative improvement programs, student services including academic and career counseling, and curriculum development compatible with changing societal needs.

The purpose of this monograph is to describe the methods and procedures which should be used by a college in selecting an agency or a consulting firm to provide assistance in the above prescribed areas. Whiie this information should be helpful to all colleges participating in the consortium, it is primarily addressed to those institutions which will be negotiating agreements for outside services for the first time.

The importance of establishing a firm foundation for carrying out the AIDP cannot be overemphasized. As a catalytic element in achieving this objective, the role of the assisting agency can be a crucial one. It is therefore essential that the college select an institution or agency that is capable of understanding its specific problems and has the necessary qualifications and expertise to provide practicable solutions. The procedures contained herein were prepared to provide guidance in obtaining this type of assistance.

SECTION 2.0

SELECTION OF AN "ASSISTING AGENCY"

2.0 SELECTION OF AN "ASSISTING AGENCY"

2.1 INTRODUCTION

The type of outside assistance that should be obtained will depend upon the problem or problems that require resolution. A specific problem in one area such as curriculum development or student career counseling can frequently be handled by an individual with particular competence and expertise in that field. This type of assistance is often available from another college or university located within the immediate locality. Where the type of assistance needed covers several activities, or involves a problem of considerable complexity, then it is advisable to obtain the services of an agency, firm or another college, etc., which has the resources and skills required for complex assignments.

Whether the "assisting agency" is another college or a large consulting firm, it is important that each party to the arrangement understands its role in the engagement. Basically, the assisting agency is a problem-solver. Its purpose is to provide an objective analysis of the problem(s) identified by the college and provide complete, practical, and timely recommendations, suited to the college's individual requirements, to solve the problem(s). The assisting agency should not be regarded as a deputy for college management in taking action. The assisting agency does have an obligation, however, to create an understanding and commitment toward a particular change whereby it becomes accepted within the college organization.

The college must also be aware that the assisting process is always a ***personal*** two-way relationship between a person or persons trying to solve a problem, change a situation, develop a plan, and another person or group trying to help these efforts. This means the college must provide effective management backing for the project, keep in close touch with, guide and coordinate the engagement as it progresses, and take the steps necessary to prepare the faculty and administrative staff for change. Most colleges have had experience whereby a consulting engagement has resulted in a "nice report" which contained theoretical solutions of little practical value to the particular needs of the college. To avoid this experience, it is therefore important that the college regard the cooperative arrangement with the assisting agency as a partnership, whose objective is to seek practical solutions to identified problems.

2.2 WHAT IS THE PROBLEM?

A basic prerequisite in a program of selecting and working with an assisting agency is a determination of the problem to be solved. Failure to provide a clear, sound and useful definition of the problem has caused many unnecessary disappointments in the use of services rendered by outside agencies.

In many instances, what appears to be the problem to the college is really only a symptom. Further steps must be taken to reveal the underlying real problem rather than a superficial symptom. A systematic approach to problem-definition should be conducted as presented below:

- *Collect and analyze all facts needed to define or describe the problem. Accurate and comprehensive fact-finding and analysis will permit the dimensions of the problem to be outlined and determine what it is and is not.*

- *Analyze the conditions which have created and are perpetuating the problem.*

- *Determine what objectives or end results are to be achieved by solving the problem.*

An internal "soul-searching" effort, as described above, can result in multiple benefits to the college. A rigorous self-examination will enable the college to determine whether or not outside assistance is really required for a particular problem. What will ultimately be expected from the assisting agency can be more precisely and realistically defined. Once selected, the time and effort of the individuals providing the assistance will not be wasted in exhaustive problem-identification surveys. Most importantly, it will ensure that the college and the outside agency are working together to produce practical solutions to the specific problem(s) confronting the college.

Once the decision has been made to acquire outside assistance, the college should discuss its definition of the problem with the individuals representing the assisting organization. This meeting will help to eliminate any in-house bias that may have been introduced into the definition of the situation. It will also help to clarify in the minds of all the participants what conditions may have a direct bearing on the problem and its solution.

2.3 PROCEDURES FOR SELECTING AN ASSISTING AGENCY

There are generally accepted practices which have been found to get the best results from arrangements with outside agencies who provide general or specialized educational services. These can be summarized as follows:

- *The college should define in writing the nature and general scope of the project to be undertaken prior to signing an agreement with an assisting agency.*

- *The qualifications and experience of various agencies or firms in relation to the assistance required should be reviewed, and a short list of those qualified for consideration should be selected.*

- *A preliminary discussion with each of those organizations selected should be held to discuss the project and their approach to it, and they should be requested to submit proposals.*

- *The college should then study the proposals in terms of their understanding of the problem, approach, expected benefits, cost, and the particular experience and ability of each assigned individual to meet the requirements of the project. Particular emphasis should be placed on reviewing the qualifications of those persons who will actually be working on the project.*

- *The references of those being seriously considered should be investigated in depth.*

- *The final selection should be based on a careful evaluation of all the proposals and the information obtained through checking the references.*

Each of these procedures will be discussed at greater length in the succeeding paragraphs.

2.3.1 NATURE AND SCOPE OF THE PROJECT

If the college has done its homework during the problem-definition phase, the outlining of the nature and scope of the project should be a relatively straightforward task. In preparing a statement of the nature and scope of the project, the college should address the following questions:

- *What is the purpose of the project?*

- *What activities and organizations are involved, and what is their relationship to the project?*

- *Who are the faculty members and college administrators involved, and what is their connection to the project?*

- *Who in the college will be in charge of the project, and what are his/her responsibilities?*

- *What are the end products expected upon completion of the project?*

At this point in time, depending on the type of assistance required and the complexity of the problem, it may not be possible to define the nature and scope of the project in other than general terms. Nevertheless, the college should express these views in written form and use them as a basis for preliminary discussions with prospective candidates for the job.

It should be noted that, in many instances, colleges (as well as other institutions) have depended on those agencies submitting proposals to define the nature and scope of work. This approach should be avoided. It can frequently result in an end product which is not compatible with the college's needs. The college, as the customer, has the responsibility for determining what is to be accomplished. Delegation of this responsibility can lead to less than optimal results.

2.3.2 INITIAL SELECTION

Assisting agencies are used for a wide variety of projects that exceed in-house staff expertise and manpower availability, or that require examination by a disinterested outsider. Local and regional university faculties are often helpful in solving specialized problems. Where the problem involves several areas of expertise, then the assistance of an agency or an educational consulting firm should be obtained. The key, of course, is to select the assisting agency best qualified to meet the requirements of the assignment, and this calls for careful investigation.

Probably the best approach for compiling a list of qualified agencies is to check with other colleges that have used or are using the services of an assisting agency. As a reference, the assisting agencies which have or are serving two-year and four-year colleges in the consortia are listed in ***Appendix A***.

From this survey of possible organizations from which assistance could be obtained, an initial list of candidates should be selected. In evaluating the qualifications of the assisting agencies under consideration, the following criteria should be used:

- *How long has the agency been in existence, and what are the backgrounds of the principal officers?*
- *What is the record of the agency in serving other educational institutions? Does it have a reputation for being able to work with institutional program representatives, or is the assistance provided of a dictatorial nature?*
- *What fields of expertise are represented by members of the staff? Is the staff composed of personnel who view their jobs as a profession and are, therefore, reasonably permanent?*
- *How many of the engagements performed by the agency have been repeat engagements?*

- *How much time do the principals of the agency normally spend on a project?*

- *Has the agency had experience that is applicable to the problem?*

- *Is it the practice of the agency to make a proposal in writing which clearly defines the objectives of the assignment and the work to be accomplished?*

2.3.3 PRELIMINARY DISCUSSIONS WITH THE AGENCY

Preliminary discussions should be held with each of the prospective assisting agencies under consideration. The purpose of these talks is to discuss and further define the problem, get an understanding of how they would approach it, and explore the benefits that should be derived from the engagement. These discussions should be confidential and almost always without cost to the college. They help the prospective assisting agency obtain the necessary information to prepare its proposal.

It is pertinent at this point to discuss whether the college should prepare a request-for-proposal (RFP) document for transmittal to each of the agencies under consideration. By adopting this approach, the college ensures that all the applicants under consideration have the same basic information on the nature and scope of the assignment and what is expected to be achieved. Normally, the following data would be contained in an RFP:

- *Date by which proposal must be submitted and specification of the format to be used.*

- *A statement of the work to be accomplished, including the elements listed below:*

    - *Background and definition of the problem;*
    - *Objectives of the project;*
    - *A description of the tasks to be performed; and*
    - *Identification of the activities and organizations within the college involved, by task.*

- *The time frame in which the project will be conducted.*

- *Specification of the type of information that must be submitted in the proposal. These requirements would generally include:*

    - *A description of how the project is to be organized, staffed and managed;*

    - *A definition of the problem and the approach proposed for solving it;*

- *A detailed work plan for each task, including the assignment of personnel and percent of time each professional staff member will be assigned, the number of mandays required, and a work schedule;*
- *The date which the assisting agency would be ready to start the engagement;*
- *A cost breakdown, by work task, of the fee charged for executing the assignment (this information is frequently submitted under separate cover);*
- *Resumes of the qualifications and experience of the professional staff members assigned to the project; and*
- *A summary of the engagements performed by the agency on similar projects, including references of the colleges served.*

- *Specification of the criteria to be used in making the final selection.*

In general, the college should prepare an RFP for obtaining assistance in solving complex problems that involve several functional areas. While this approach may be more time-consuming, it has the virtue of preventing the implementation of hastily conceived projects which do not properly address the pertinent problems and have poorly defined objectives. It also has the added benefit of ensuring that the organizations responding to the RFP will focus their proposed offer of assistance on the problem(s) and work tasks prescribed by the college. In some cases, it may be necessary to prepare an RFP in order to comply with Federal or state requirements.

In those cases where the problem and assistance required is isolated to one functional area, a more informal approach can be used. Each of the assisting agencies under consideration should be briefed on the problem, the specific work tasks to be performed, and what end products are desired. Care should be taken to ensure that each of the agencies (individuals, firms) selected receives sufficient information to properly prepare its proposed offer of assistance.

2.3.4 EVALUATION OF PROPOSALS

After receiving the proposals, the college should evaluate them in terms of their understanding of the problem, suggested approach for solving it, anticipated benefits to be gained, and cost of the proposed assistance, and the ability of each assisting agency under consideration to meet the requirements of the assignment in view of experience, resources, and past performance. In weighing these factors, particular emphasis should be placed on reviewing the qualifications of the individuals who will be actually working on the project. Although the agency or firm finally selected assumes responsibility for the quality of work performed on the assignment, the college is entitled to know the calibre of the individuals who will be on site. Above all, the assisting agency should have a reputation for competence, objectivity and integrity.

In order to ascertain the reputations of the assisting agencies under consideration, an in-depth investigation of their references should be made. The number of references checked and whether these should be confined to the ones volunteered by the prospective assisting agencies, are matters of judgment. It is recommended, however, that a college official with appropriate experience and expertise in the work areas planned for the project be assigned this task.

A personal visit to references is better than a phone call, and a phone call is preferable to a letter. If possible, opinions from more than one person in each of the referenced institutions should be obtained. Typical questions that should be asked in reference checks are given as follows:

- *What was the nature of the work performed?*
- *Did the agency's professional staff assigned to the project demonstrate professional competence, objectivity, and integrity?*
- *Did they work constructively with in-house personnel?*
- *Did one or more principals spend sufficient time in reviewing the work performed?*
- *Were the solutions developed complete, practical, timely, and suited to the institution's needs?*
- *Was the suggested plan of action the most effective and economical from the institution's point of view?*
- *Was the work accomplished within reasonable time and fee limits?*
- *What was the operating impact of the assisting agency's work in the institution?*
- *What is the overall evaluation by the officials within the institution of the value of the work performed by the assisting agency?*
- *Would the institution retain the services of the assisting agency for another project?*

The final selection of the assisting agency should be based upon a careful evaluation of all factors. It is a good idea to establish a selection committee and have each member separately grade the qualifications of the prospective assisting agencies for the project being considered. One of the members of this selection committee should be the individual who has the specific responsibility for implementation of the project.

Once the selection of an assisting agency has been made, all of the candidates should be notified promptly. Adoption of this procedure has several advantages, including greater assurance that future inquiries will receive serious attention.

As stated in the introduction, the selection of the assisting agency must be documented in a written agreement to be executed by both parties prior to furnishing of any services. A copy of this agreement shall be forwarded to the Grants Officer in the Office of Education.

In addition, the agreement between the college and the assisting agency must contain a requirement for the submission of quarterly progress reports to the college. A copy of this report will be submitted by the college to the Grants Officer in the Office of Education.

SECTION 3.0

WORKING WITH AN ASSISTING AGENCY

3.0 WORKING WITH AN ASSISTING AGENCY

In too many instances, colleges devote insufficient time and attention to the aspects of working with the assisting agency. There is a tendency, once the selection has been made, to sit back and await the results of the study. Frequently, these results lead to disappointments and, as a consequence, much time and effort has been wasted.

The purpose of this section is to provide a recommended approach for working with an assisting agency, from the time it has been selected through completion of the assignment and implementation of the recommendations. It is assumed at this point that the problem(s) has been clearly defined and that the assisting agency has assigned individuals with the necessary experience and expertise to help analyze and solve it. The major steps in a typical engagement are outlined as follows:

- *Preparing for and starting the project.*
- *Research and analysis of the present situation through fact-finding.*
- *Development and consideration of alternative solutions and selection of the most promising one.*
- *Reporting findings and presenting recommendations.*
- *Implementation of recommendations.*

The key to carrying out these steps in an optimal manner is the ability of the college and the assisting agency to work together as a team. Each must understand its responsibilities and be prepared to effectively prosecute them. A discussion of the college's responsibilities and the way they should be handled is presented in the succeeding paragraphs.

3.1 PREPARING FOR AND STARTING THE PROJECT

The fact that an assisting agency has been selected to work on a specific project or projects should be given wide dissemination within the college. Administrators and faculty members should understand why the assisting agency is there, what it is expected to do, and that they will be expected to give their full cooperation to the individuals assigned by the assisting agency. Failure to establish this understanding throughout the college will foster uncertainty and speculation relative to the purposes of the project. Such an environment, in turn, will inhibit the ability of the assisting agency to function effectively. Normally, the introduction of an assisting agency is accomplished by:

(1) a written announcement given wide circulation; and (2) a meeting or series of meetings with the appropriate officials.

It is essential that the staff members from the assisting agency be given a complete picture of the situation concerning the project. At this point, of course, they do have some understanding of the problem, gained from their preliminary discussions during the selection process and their initial studies of the project. But these overall impressions are not enough; a detailed presentation should be made. The success of the study will largely depend on the quality and quantity of information provided to the assisting agency. Ensuring that complete and accurate information is provided at the start of the project will avoid false starts and erroneous conclusions.

Another important responsibility of the college is to assign a competent official or officials to work with the assisting agency. It is envisioned that this official would be more than a point-of-contact or liaison between the college and the assisting agency. The individual(s) assigned should take an active role in the undertaking of the project. The individual(s) should either have full-time responsibilities in the functional area addressed by the project or be relieved of other duties so that he can concentrate on this task. By following this procedure, the college can derive several benefits, as indicated below:

- *Constant appraisal of the work performed by the assisting agency can be maintained.*
- *The practical needs of the college can be constantly highlighted.*
- *Effective use of the assisting agency's time and resources is more easily assured.*
- *A more thorough understanding of the basis and rationale underlying the recommended solutions is achieved.*
- *An in-house capability for implementation of the proposed courses of action is established.*

3.2 CARRYING OUT THE PROJECT

Once the project is under way, the college's main role is one of being an active observer of the activities being performed. In large measure, this role is fulfilled by the member of the college staff assigned to the project team. It would probably be wise, however, to have periodic meetings with the assisting agency, involving additional college officials, to review the progress being made and to explore their thinking on possible solutions to the identified problems. Undoubtedly, any solution proposed will

involve changes. Since change is normally resisted, one of the purposes of these meetings would be to determine the degree of consensus (or, conversely, the amount of resistance) expressed toward possible problem solutions.

In the real world, of course, absolute agreement on any proposed solution will never be achieved. It is unrealistic for the college to expect the assisting agency to propose solutions that satisfy everyone. It is important, however, that the assisting agency be given the opportunity to explain the reasoning behind its recommendations to all college officials affected by the changes resulting from these recommendations.

Upon completion of a project, it is customary for the assisting agency to submit a report which summarizes its conclusions and recommendations. This report should be reviewed carefully, and if any questions or explanations are required, these should be referred to the assisting agency. Once the college accepts the recommendations, they should be implemented. This may pose some difficulties and further support from the assisting agency may be needed. In anticipation of this possibility, many colleges include an optional work task in their written agreement with the assisting agency which provides for implementation services.

3.3 MEASURING THE RESULTS

As part of an ongoing effort to improve itself, the college should evaluate the impact of the services rendered by the assisting agency. How many of the recommendations proposed were adopted? How many were rejected? Why were some accepted and others not approved? What can the college do the next time to improve its ability to use outside assistance? Such questions as these and others should be asked to ensure that the same mistakes are not repeated.

As a means of conducting a systematic inquiry into the results derived from the engagement of services from an assisting agency, the following criteria can be used:

- *Were the purpose, scope, general plan of procedure, type of results anticipated, and terms of the engagement clearly defined?*

- *Did the work performed for the college give evidence of careful planning by the assisting agency?*

- *Did the professional staff members from the assisting agency conduct themselves in a professional manner? Did they demonstrate professional competence, objectivity and integrity? Was the fact-finding effort and analytical aspects of the study performed in a thorough and comprehensive fashion?*

- *How effectively did the assisting agency's professional staff work with the college personnel? Were disruptions to the college routine minimized? Was the engagement adequately supervised?*

- *Were the college personnel thoroughly briefed on the methods, techniques, skills, or principles used in the proposed solution(s), so that the recommendations suggested can be properly implemented after completion of the engagement?*

- *Did the assistance received achieve the objectives of the engagement as set forth in the proposal and in the work plan? Were the solutions proposed complete, timely, practical, and suited to the college's particular needs? Was the human element and the ability of college personnel to undertake the proposed actions properly assessed? Were the recommended actions the most effective and economical from the college's standpoint? Was proper consideration given to the college's goals, objectives, policies, long-range plans and financial resources?*

- *Is the college satisfied that the recommendations represent the best collective judgment of the assisting agency professionals and college officials?*

- *Were the findings, conclusions, and recommendations adequately explained to those college staff members responsible for reviewing, accepting, or implementing them? Did the assisting agency provide an end product that was adequate to support the implementation of the recommendations?*

- *Was the work accomplished within the time limits prescribed and was the fee commensurate with the value of the assistance received? Were the original time and cost estimates realistic? If not, were the revisions reasonable and cleared in advance with the responsible college officials?*

- *How many recommendations were accepted? How many were turned down? How many were revised? Why were some adopted as recommended and others rejected? What was the operating impact of the assistance provided to the college? What was the evaluation of the college officials involved of the benefits of the assistance received?*

- *Is the college satisfied with the performance of its own organizaton in working with the assisting agency?*

- *Would the college retain the services of the assisting agency for a similar type engagement in the future?*

A major objective of the engagement should be to increase the capacity of the college to handle its own problems. The final measure of the assisting agency's performance is therefore predicated on how well this objective was met as a result of the assistance provided.

SECTION 4.0

SUMMARY

4.0 SUMMARY

The two-year colleges participating in the consortium are required to establish at least one substantive cooperative arrangement with an agency, firm, or another institution. The purpose of this arrangement is to obtain assistance for improving the academic program and administrative capacity of the college. Based on past experience, it has been found that effective use of such services requires the establishment of systematized practices and procedures in selecting and working with an assisting agency. These are presented in summary form, as follows:

A. ***Definition of the Problem.*** The college should devote considerable time and thought to defining the problem or problems for which outside assistance is sought. Estimates of the benefits expected to be derived from solving it should be made and the specific type of assistance required should be clarified. Although complete definition of a problem may not be possible without an outside assessment, the effort allocated to this task is the key to a successful search for the proper kind of assistance. Its importance cannot be emphasized too strongly.

B. ***Careful Selection of the Assisting Agency.*** The task of selecting an assisting agency should be undertaken with care and deliberation. The assisting agency selected should, above all, have a reputation for objectivity and integrity. A careful investigation should be conducted to ensure that it has the qualifications and experience to provide the assistance the college needs.

   For complicated problems or problems involving more than one functional area, it is frequently advisable to formalize the selection process. In these instances, or where dictated by Federal or state requirements, the college should prepare a request-for-proposals document for distribution to the assisting agencies under consideration. In all cases, a written proposal should be obtained from each of the agencies offering to provide assistance.

   The final selection of an assisting agency should be based on a careful consideration of all factors, including: (1) understanding of the problem; (2) approach proposed for its solution; (3) benefits expected for the college; (4) cost; and (5) qualifications and experience of individuals assigned to the project. A good procedure for making this decision is to appoint a selection committee and have each member separately grade the agencies under consideration.

C. ***Working with the Assisting Agency.*** Once the assisting agency has been selected, the college has several responsibilities for ensuring that the project is properly initiated. The assisting agency should be thoroughly briefed on all conditions contributing to the problem. The purpose of the project and the reason why

outside assistance is required should be disseminated to all appropriate officials within the college. A member of the college staff should be given the responsibility for supervising and coordinating this project.

While the project is under way, periodic meetings should be held with the assisting agency to review the progress being made and to explore possible alternative solutions to identified problems. The findings, conclusions, and recommendations, as submitted in a final report, should be carefully reviewed by those officials most affected by the changes resulting from the proposed solutions. Once accepted, the recommendations should be implemented immediately.

D. ***Measuring the Results.*** As a means of self-improvement, the college should evaluate the benefits derived from the services provided. The final measure of this inquiry would be whether the college has developed an improved capacity for solving its own problems.

APPENDIX A

LIST OF ASSISTING AGENCIES

APPENDIX A
LIST OF ASSISTING AGENCIES

Presented in ***Exhibit A-1*** is a list of assisting agencies which have in the past or are currently providing services to the educational institutions associated with the two-year college consortium. A similar list for those institutions associated with the four-year college consortium is given in ***Exhibit A-2***.

Although the colleges expressed satisfaction with the services rendered by the assisting agencies specified in these exhibits, it is emphasized that there may be other organizations equally qualified or more suited to fulfill a particular need. Any colleges seeking outside assistance should therefore consider other candidate agencies as well as the ones listed herein.

LIST OF ASSISTING AGENCIES
TWO-YEAR COLLEGES

NAME OF COLLEGE	NAME OF ASSISTING AGENCY	AREA OF EXPERTISE
Lees Junior College Jackson, Kentucky 41339	SocioTechnical Systems Durham, North Carolina	Management and Academic
	University of Kentucky Lexington, Kentucky	Academic
	Southern Association of Colleges and Schools Atlanta, Georgia	Institutional Evaluation
Central YMCA Community College 211 West Wacker Drive Chicago, Illinois 60606	Educational Management Services Minneapolis, Minnesota	Management
Northeast Alabama State Junior College P.O. Box 159 Rainsville, Alabama 35986	Junior and Community College Institute Washington, D.C.	Institutional Evaluation
	Jefferson State Junior College Birmingham, Alabama	Institutional Research and Development
St. Mary's Junior College 2500 South Sixth Street Minneapolis, Minnesota 55454	University of Minnesota Minneapolis, Minnesota	Institutional Evaluation
Abraham Baldwin Agricultural College Tifton, Georgia 31794	Florida Junior College Jacksonville, Florida	Management by Objectives
	University of Texas Austin, Texas	Institutional Development
Enterprise State Junior College Enterprise, Alabama 36330	South Georgia College Douglas, Georgia	Management by Objectives, Management Information Systems, Monitoring and Evaluation Schedules
	New River Community College Dublin, Virginia	Learning Resources Centers
Quinsigamond Community College 670 West Boylston Street Worcester, Massachusetts 01606	University Consultants, Inc. Cambridge, Massachusetts	Educational Evaluation

NAME OF COLLEGE	NAME OF ASSISTING AGENCY	AREA OF EXPERTISE
Des Moines Area Community College 2006 S.W. Ankeny Blvd. Ankeny, Iowa 50021	University of Illinois Champaign, Illinois	Educational Evaluation
	SDL Corporation Toronto, Ontario, Canada	Management Information Systems
	Ernst and Ernst Chicago, Illinois	Organization Analysis, Personnel Salary and Compensation Program
El Paso Community College El Paso, Texas 79904	National Center for Higher Education Management Systems Boulder, Colorado	Educational Outcome Measures
	Catawba Valley Technical Institute Hickory, North Carolina	Curriculum Evaluation
College of the Mainland 8001 Palmer Highway Texas College, Texas 77590	University of Texas Austin, Texas	Curriculum Development, Transactional Seminars
	Furman University Greenville, South Carolina	Management Planning
Delta College University Center, Michigan 48710	McManis Associates, Inc. Washington, D.C.	Planning, Management and Evaluation Systems
Texas Southmost College 83 Fort Brown Brownsville, Texas 78520	Texas A&I University Kingsville, Texas	Bilingual Education
	Southern Association of Colleges and Schools Atlanta, Georgia	Curriculum Development, Institutional Evaluation
Highland Park Community College Glendale at Third Highland Park, Michigan 48203	Oakland Community College Oakland, California	Transactional Data System Development
	University of Michigan Ann Arbor, Michigan	Needs Analysis, Program Planning and Development
	McManis Associates, Inc. Washington, D.C.	PME, MIS
	Peat, Marwick and Mitchell Co. Chicago, Illinois	Accounting, Budgeting and Financial Planning
Mercer County Community College P.O. Box B Trenton, New Jersey 08690	Pennsylvania State University University Park, Pennsylvania	Education Management

NAME OF COLLEGE	NAME OF ASSISTING AGENCY	AREA OF EXPERTISE
	Comprehensive Research Services, Inc. Bowie, Maryland	Management
Kalamazoo Valley Community College 6767 West O Avenue Kalamazoo, Michigan 49009	McManis Associates, Inc. Washington, D.C.	PME, Outcome Measures, MIS
Delaware Community College Media, Pennsylvania 19063	National Center for Higher Education Management Systems Boulder, Colorado	Management Information Systems
	William Rainey Harper College Palantine, Illinois	Management by Objectives
Southeastern Community College P.O. Box 51 Whiteville, North Carolina 28472	Florida State University Tallahassee, Florida	Faculty Evaluation
	Rockingham Community College Wentworth, North Carolina	Counseling and Testing
	Central Piedmont Community College Charlotte, North Carolina	Test Construction
North Dakota State School of Science Wahpeton, North Dakota 58075	National Center for Higher Education Management Systems Boulder, Colorado	Management
	Ernst and Ernst Minneapolis, Minnesota	Management
	Center for Study of Higher Education University Park, Pennsylvania	Management and Academic Development
Cochise College Douglas, Arizona 85607	University of New Mexico Albuquerque, New Mexico	Institutional Goals and Objectives
	Wayne State University Detroit, Michigan	Consumer Education
Burlington County College Pemberton-Browns Mills Road Pemberton, New Jersey 08068	Junior and Community College Institute Washington, D.C.	Institutional Funding Development

NAME OF COLLEGE	NAME OF ASSISTING AGENCY	AREA OF EXPERTISE
East Los Angeles College 5357 Brooklyn Avenue Los Angeles, California 90022	Algorithms in Systems Northridge, California	Instructional Innovation and Management Systems Design
	Jerry Demine and Associates Woodland Hills, California	Educational Planning
Wayne County Community College 4612 Woodward Avenue Detroit, Michigan 48201	Richard Judd Associates Washington, D.C.	Management and Institutional Evaluation

LIST OF ASSISTING AGENCIES
FOUR-YEAR COLLEGES

NAME OF COLLEGE	NAME OF ASSISTING AGENCY	AREA OF EXPERTISE
Bennett College Greensboro, North Carolina 27420	Welch Enterprises Reston, Virginia	Administrative and Management Information Systems
Jacksonville State University Jacksonville, Alabama 36265	Southern Region School Boards Association Tuscaloosa, Alabama	Budgeting
Central State University Wilber Force, Ohio 45384	Academy for Educational Development Washington, D.C.	University Management, Curricular Development, and Fiscal Management
South Carolina State College Orangeburg, South Carolina 29115	Institute for Services to Education Washington, D.C.	Planning, Management and Evaluation
Ouachita Baptist University Arkadelphia, Arkansas 71923	University of Indiana Bloomington, Indiana	Faculty Development, Library Development Services
	Institutional Consultants Washington, D.C.	University Development and Long-Range Planning
	University of Arkansas Fayetteville, Arkansas	PME and General Program Development
Catawba College Salisbury, North Carolina 28144	Southern Association of Colleges Atlanta, Georgia	Management
	Institute for Services to Education Washington, D.C.	Management
Benedict College Columbia, South Carolina 29204	Wichita State University Wichita, Kansas	Counseling and Staff Relations
North Carolina Central University 312 North Dudley Street Greensboro, North Carolina	Duke University Durham, North Carolina	Student Information Systems
	University of Wisconsin Madison, Wisconsin	Curriculum Development
	Institute for Services to Education Washington, D.C.	Curriculum Development

NAME OF COLLEGE	NAME OF ASSISTING AGENCY	AREA OF EXPERTISE
	Atlanta University Atlanta, Georgia	Curriculum Development
Ottawa University 10th and Cedar Streets Ottawa, Kansas 66067	Institute for Services to Education Washington, D.C.	PME and MIS
	Kansas City Regional Council of Higher Education Kansas City, Missouri	Institutional Evaluation
Rust College Holly Springs, Mississippi 38635	Phelps-Stoke Fund Washington, D.C.	Academic and Management Development
Bishop College 3837 Simpson-Stuart Road Dallas, Texas 75241	John Goode Associates Great Falls, Virginia	Academic and Management Development
	Duke University Durham, North Carolina	Institutional Evaluation
	Arthur Andersen and Company Atlanta, Georgia	Auditing
	University of Houston Houston, Texas	Student Aid
Aquinas College Grand Rapids, Michigan 49506	St. Louis University St. Louis, Missouri	Project Evaluation
	Northwestern University Evanston, Illinois	Learning Resource Center Development
	Education Development Center Berea, Ohio	Development of Student Tutoring Center Program Skills
	Cornwell University Ithaca, New York	Reading-Study Program Development, Design and Evaluation
Illinois Benedictine College Lisle, Illinois 60532	St. Joseph's College Rensellaer, Indiana	Transactional Information Systems

BIBLIOGRAPHY

Kubr, M. (Ed.), ***Management Consulting: A Guide to the Profession.*** Geneva: International Labor Office, 1976.

Hollander, Stanley C. and Flaster, Stephen R., ***Management Consultants and Clients.*** East Lansing, Michigan: Michigan State University, 1972.

Shay, Philip W., ***How to Get the Best Results from Management Consultants.*** New York: Association of Consulting Management Engineers, Inc., 1967.

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 18 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES